

Foundations for Learning Grants Program

**Promotion of School Readiness through Early Childhood Emotional,
Behavioral and Social Development**

CFDA #84.215H

Information and Application Procedures for Fiscal Year 2003

Application Deadline: August 4, 2003



Frequently Asked Questions
[Page 30]

U.S. Department of Education
Office of Safe and Drug-Free Schools

OMB No. 1890 -0009 Expiration Date: 6/30/2005

TABLE OF CONTENTS

I. Introduction.....	5
II. Government Performance and Results Act (GPRA).....	7
III. Tips for Applicants.....	8
IV. General Information and Requirements.....	10
Background	
Definitions	
V. Priorities and Selection Criteria... ..	15
Absolute Priority	
Competitive Preference Priority	
Performance Measures	
Selection Criteria	
VI. Application Content.....	18
Preparing the Application	
Organizing the Application	
GEPA 427	
Assurances and Certifications	
VII. Application Submission Procedures.....	22
VIII. Intergovernmental Review.....	26
IX. Frequently Asked Questions.....	30
X. Appendices and Forms.....	33
Application for Federal Education Assistance (ED Form 424)	
Budget Information – Non-Construction Programs (ED Form 524)	
Assurances - Non-Construction Programs (Standard Form 424B)	
Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED Form 80-0013)	
Disclosure of Lobbying Activities (Standard Form – LLL)	
Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions (ED Form 80-0014)	
Survey on Ensuring Equal Opportunity for Applicants	
Authorizing Legislation	
Important Notice to Prospective Participants (ED Form 5348)	
Grant Application Receipt Acknowledgement	
Application Package Preparation Checklist	

Letter

I. INTRODUCTION

Purpose

We will awards grants under this competition for projects to assist eligible children to become ready for school.

Authority

This grant program is authorized under Title V, Part D, Subpart 14, Section 5542 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Public Law 107-110).

Note to Applicants

This is a complete application package for the Foundations for Learning grant competition. Together with the statute authorizing the program and the Education Department General Administrative Regulations (EDGAR) governing the program, this package contains all of the information, application forms, and instructions needed to apply for this grant.

The official document governing this competition is the Notice Inviting Applications published in the *Federal Register* on June 26, 2003. This notice is also available electronically on the Internet at www.ed.gov/legislation/FedRegister and www.access.gpo.gov/nara.

Applicants should clearly indicate in Block #4 of the Standard Form 424, the CFDA number and alpha suffix of this competition: **84.215H**.

Applicable Regulations

The following Education Department General Administrative Regulations apply to the competition described in this application package:

- 34 CFR Part 75 (Direct Grant Programs)
- 34 CFR Part 77 (Definitions that Apply to Department regulations)
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and activities)
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments)
- 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- 34 CFR Part 82 (New Restrictions on Lobbying)
- 34 CFR Part 85 (Government wide Debarment and Suspension (Nonprocurement) and Government side Requirements for Drug-Free Workplace Grants)
- 34 CFR Part 86 (applies to institutions of Higher Education only)
- 34 CFR Part 97 (Protection of Human Subjects)
- 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- 34 CFR Part 99 (Family Educational Rights and Privacy)

Eligible Applicants

Eligible applicants under this competition are local educational agencies (LEAs); local councils; community-based organizations (CBOs), including faith-based organizations, provided that they meet the applicable statutory and regulatory requirements; other public and nonprofit private entities; or a combination of such entities.

Project Period

The project period for this program is 18 months. No continuation awards will be provided. A single budget should be submitted for the entire 18-month period.

Estimated Range of Awards

Up to 4 new awards will be made under this competition. We estimate that projects will be funded for approximately \$200,000 to \$300,000, depending upon the scope of work. Please note that the Department of Education is not bound by any estimates in this application package.

Application Due Date

All applications must be postmarked on or before August 4, 2003, in order to be eligible for review. Applications delivered by hand must be received by the U.S. Department of Education Application Control Center no later than 4:30 PM Washington, D.C. time on August 4, 2003. Applications may also be submitted electronically through the Department's Electronic Grant Application System (e-Application). **Please note that applications that are emailed or faxed will not be accepted.**

Under very extraordinary circumstances, the Department may change the closing date for a competition. When this occurs, we announce such a change in a notice published in the *Federal Register*. Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described in the section under e-Application.

Paperwork Burden Statement According to the paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1890-0009. The time required to complete the information collection is estimate to average 28 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW Room 3E318, Washington, DC 20202-6450.

II. THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all Federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a new government focus on results, service deliver, and customer satisfaction.

As required by GPRA, the Department of Education has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listen in the plan, are:

GOAL 1: Create a culture of achievement

GOAL 2: Improve student achievement.

GOAL 3: Develop safe schools and strong character.

GOAL 4: Transform education into an evidence-based field.

GOAL 5: Enhance the quality and access to postsecondary and adult education.

GOAL 6: Establish management excellence.

The Secretary has established the following key performance measures for assessing the effectiveness of the Foundations for Learning Grants Program:

(1) The percentage of eligible children served by the grant attaining measurable gains in emotional, behavioral, and social development will increase; and

(2) The percentage of eligible children and their families served by the grant receiving individualized support from child-serving agencies or organizations will increase.

In applying the selection criteria that follow for "Quality of project services" and "Quality of the project evaluation", the Secretary will take into consideration the extent to which the applicant demonstrates a strong capacity to provide reliable data on these indicators.

III. TIPS FOR APPLICANTS

A. Before you Begin

- Read this application package carefully and make sure you follow all of the instructions
- Use the tools we have provided to help you including:
 - Frequently Asked Questions in this application package
 - How to apply for a grant on our web site at <http://www.ed.gov/offices/OSDFS/tech/>
- If you are uncertain about any aspects of this program, please contact the program manager, LaRaba Sligh at laraba.sligh@ed.gov, for clarification.

B. Preparing your Application

- Be thorough in your program description. Write so that someone who knows nothing about your organization or your program plan can understand what you are proposing.
- Organize your application according to the selection criteria and respond comprehensively.
- Make sure your budget narrative provides enough detail about planned expenditures so staff can easily determine how the funds will be spent.
- Link your planned expenditures to the goals and objectives of your program. Do not request funds for miscellaneous purposes and make sure you demonstrate that your proposed expenditures are necessary to carry out your program.

C. Submitting your Application

- Use the checklist provided in this application package to make sure your application is complete before submitting it.
- Make sure all required forms are included and signed by an authorized representative of your organization.
- Transmit your application by the deadline date. If you use the U.S. Postal Service, make sure you have a legible postmark date. If you use an overnight carrier, get a receipt. If you use the Department's Electronic Grant Application System (e-Application), follow the instructions on the e-Application web site.

D. Next Steps

- In approximately two weeks (depending on the volume of applications) you should receive a postcard from the Department of Education Application Control Center acknowledging receipt of your application and giving you its assigned number. Please refer to this number if you need to contact us about your application.
- OSDFS staff screens each application to ensure that all program eligibility requirements are met and all forms are included.
- Your application will be assigned to a three-person panel of expert reviewers who will evaluate and score your proposal according to the selection criteria in this package. Your application will receive a score from 0 to 100 depending upon how well you respond to the requirements of the selection criteria. Five additional points will be awarded for novice

applicants. If you wish to be considered for the competitive preference points, please make sure you meet all the criteria given on page 14.

- A grant award document will be sent to applicants whose proposals score within the funding range. Unsuccessful applicants will receive a notification letter. Both successful and unsuccessful applicants will receive copies of the peer review comments.

IV. GENERAL INFORMATION AND REQUIREMENTS

Background

Success in school is often subject to a child's ability to recognize and regulate his or her own emotions and behavior. This self-discipline will allow them to develop self-direction, resolve conflict with peers, and cooperate with others. Studies have shown that there are a number of risk factors that may affect a child from school readiness, such as poverty, parental depression and substance abuse, abuse and neglect, homelessness, low birth weight and other medical causes. When more than one of these risk factors is present, the probability of early school failure increases.

Kindergarten teachers are reporting an increase of children unprepared to cope with the demands of school not because of academic capability, but the lack of social skills and emotional self-regulation necessary to succeed. A recent survey shows that 46 percent of kindergarten teachers have said that at least half of their class had difficulty following direction, 34 percent reported half of the class or more had difficulty working as part of a group, and 20 percent said that at least half of the class had problems with social skills. Through early interventions, children have gained skills that resulted in later savings in public expenditures for special education, income support, and criminal justice. Early interventions can also increase the likelihood children will follow a more favorable developmental and academic path.

Child-serving agencies such as Head Start providers and childcare providers also help to shape a child's emotional and social development. Research shows that over 32 percent of all young children are affected by one risk factor such as low income, low maternal education, or single-parent status, and 16 percent are in families with two or more socio-demographic risks. Teachers and child care providers are likely to find that, while some children are doing very well despite exposure to these risks, other children are struggling with a range of emotional and behavioral difficulties that make the tasks of teaching and care giving very difficult.¹ Therefore, providers need to help in promoting social skills for children in order to reduce challenging behavior in the classroom and facilitate a positive learning climate.

Parents are likely to be the most influential adults in their children's lives and are responsible for promoting their children's healthy development. Research demonstrates that a child's development is deeply influenced by the relationships with parents, the behavior of parents, and the environment in the home. Based on research from the National Center for Children in Poverty, by addressing parental barriers such as poor parenting practices, substance abuse, domestic violence, depression, inappropriate expectations about child development, and other stressors, parents can be more effective in encouraging healthy emotional development in their young children.² Therefore, any effective attempt to improve a young child's social and emotional development must involve their families.

Preparing children for school readiness must also include cultural competence. Services provided to children of diverse ethnic/racial backgrounds can have a major impact on educational development. The National Center for Children in Poverty explains that those who provide services and supports to young children and families have a special obligation to be responsive to ethnic and cultural strengths and customs and to facilitate understanding among

different ethnic and cultural group.³ This is particularly important given emerging evidence that risk and protective factors may have different impacts on different racial and ethnic groups. One size does not fit all, in research or in program development.

According to the Substance Abuse and Mental Health Service Administration (SAMHSA), culturally competent systems of care provide appropriate services to children and families of all cultures. Designed to respect the uniqueness of influences, these systems work best within a family's cultural framework. With this in mind, providers should be aware and respectful of the importance of the values, beliefs, traditions, customs, and parenting styles of the people they serve, and seek to tailor services to their consumer populations.

In culturally competent systems of care, the community and its families determine direction and goals. Programs tend to be more effective when boards and programs include staff who share the cultural background of their consumers.

For many programs, cultural competence represents a new way of thinking about the philosophy, content, and delivery of mental health services. Becoming culturally competent is a dynamic process that requires cultural knowledge and skill development at all service levels.⁴

For a child to succeed in the transition to school, they must be able to: accurately identify emotions in themselves and others, relate to teachers and peers in positive ways, manage feelings of anger, frustration, and distress when faced with emotionally charged situations, enjoy academic learning and approach it enthusiastically, and work attentively, independently, and cooperatively in a structured classroom environment.⁵ The Foundations for Learning Grant Program will support projects that help children become ready for school. The program will focus on a child's emotional, social, and behavioral development that will coordinate with services through community resources for individualized support to children and their families.

^{1, 5} Knitzer, J. (2002). Ready to Enter (What Research Tells Policymakers About Strategies to Promote Social and Emotional School Readiness Among Three- and Four-Year-Old Children). New York, NY. National Center for Children in Poverty, Columbia University Mailman school of Public Health.

^{2,3} Knitzer, J. (2001). Building Services and Systems to Support the Healthy Emotional Development of Young Children (Promoting the Emotional Well-being of Children and Families Policy Paper No. 1). New York, NY: National Center for Children in Poverty, Columbia University Mailman School of Public Health.

⁴ Cross, T. L., Dennis, K.W., Isaacs, M.R., and Bazron, B.J. (1989). Towards a Culturally Competent System of Care. National Technical Assistance Center for Children's mental Health at Georgetown University. Washington, D.C. National Institute of Mental Health.

APPLICATION REQUIREMENTS

Applications submitted under this program must include the following:

1. A description of the population that the applicant intends to serve and the types of services to be provided under the grant;
2. A description of the manner in which services under the grant will be coordinated with existing similar services provided by public and nonprofit private entities within the State; and
3. An assurance that:
 - Services under the grant shall be provided by or under the supervision of qualified professionals with expertise in early childhood development;
 - services shall be culturally competent;
 - services shall be provided in accordance with the absolute priority;
 - funds shall be used to supplement, and not supplant, non-Federal funds; and
 - parents of students participating in services will be involved in the design and implementation of the services.

Limitations

- Grant funds may be used only to pay for services that cannot be paid for using other Federal, State, or local public resources or through private insurance.
- A grantee may not use more than 3 percent of the amount of the grant to pay the expenses of administering the authorized activities, including assessment of children's eligibility for services.

SUPPLEMENTARY INFORMATION

Participation of Faith-based Organizations

Faith-based organizations are eligible to apply for grants under this competition provided they meet all statutory and regulatory requirements.

General Information

Contingent upon the availability of funds, we may make additional awards in FY 2004 from the rank-ordered list of unfunded applications from this competition.

Definitions

(1) The term "eligible child" means a child who has not attained the age of 7 years, and to whom two or more of the following characteristics apply:

- The child has been abused, maltreated, or neglected.
- The child has been exposed to violence
- The child has been homeless.

- The child has been removed from childcare, Head Start, or preschool for behavioral reasons or is at risk of being so removed.
- The child has been exposed to parental depression or other mental illness.
- The family income with respect to the child is below 200 percent of the poverty line.
- The child has been exposed to parental substance abuse.
- The child has had early behavioral and peer relationship problems.
- The child had a low birth weight.
- The child has a cognitive deficit or development disability.

(2) The term “parent” includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

(3) The term “local council” means a council that is established or designated by a local government entity, Indian tribe, regional corporation, or native Hawaiian entity, as appropriate, which is composed of representatives of local agencies directly affected by early learning programs, parents, key community leaders, and other individuals concerned with early learning issues in the locality, such as elementary education, child care resource and referral services, early learning opportunities, child care, and health services.

(4) The term “local educational agency” (LEA) means:

- A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for such a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary or secondary schools.
- The term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.
- The term includes an elementary or secondary school funded by the Bureau of Indian Affairs but only to the extent that including the school makes the school eligible for programs for which specific eligibility is not provided to such school in another provision of law and the school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this act with the smallest student population, except that the school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs [20 U.S.C. 8011 (18)].
- The term includes educational service agencies and consortia of those agencies.
- The term includes the State educational agency in a State in which the State is the sole educational agency for all public schools.

(5) The term “non-profit” refers to an agency, organization, or institution, that is owned and operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity.

(6) The term “community-based organization” means a public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segments of a community and provides educational or related services to individuals in the community.

(7) The term “novice applicant” means any applicant for a grant for the U.S. Department of Education that:

- Has never received a grant or sub-grant under the Foundations For Learning Program;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the Foundations For Learning Program; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under this program (Foundations for Learning Grants). For the purposes of this requirement, a grant is active until the end of the grant’s project or funding period, including any extensions of those periods that extend the grantee’s authority to obligate funds.

In case of a group application submitted in accordance with EDGAR 34 CFR 75.127-75.129, to qualify as a novice applicant a group must include only parties that meet the requirements listed above.

Grantee Meetings

All applicants must budget for yearly attendance by two persons at an annual grantee meeting (two days) and the OSDFS National Conference (three days). These meetings are usually held in Washington, DC. Grant funds may be used to pay for all costs associated with attendance at these meetings including transportation, hotel, and per diem.

V. PRIORITIES AND SELECTION CRITERIA

Absolute Priority

Under 34 CFR 75.105(c)(3) and the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Title V – Section 5542), we give absolute preference to applications that meet the following priority and fund under this competition only those applications that meet this priority: grants to local educational agencies, local councils, community-based organizations, and other public and nonprofit private entities to assist eligible children to become ready for school.

To be eligible for funding, a project must propose to:

- (1) Deliver services to eligible children and their families that foster eligible children’s emotional, behavioral, and social development;
- (2) Coordinate and facilitate access by eligible children and their families to the services available through community resources, including mental health, physical health, substance abuse, educational, domestic violence prevention, child welfare, and social services; and
- (3) Develop or enhance early childhood community partnerships and build toward a community system of care that brings together child-serving agencies or organizations to provide individualized supports for eligible children and their families.

Competitive Preference Priority

Within the statutory priority for this competition for FY 2003, we will award five additional points to novice applicants. These points are in addition to any points the application earns under the selection criteria for this program. Note: The total number of points an application may earn is 105.

Performance Measures

The Secretary has established the following key performance measures for assessing the effectiveness of the Foundations for Learning Grants Program: (1) The percentage of eligible children served by the grant attaining measurable gains in emotional, behavioral, and social development will increase; and (2) The percentage of eligible children and their families served by the grant receiving individualized support from child-serving agencies or organizations will increase.

In applying the selection criteria that follow for “Quality of project services” and “Quality of the project evaluation”, the Secretary will take into consideration the extent to which the applicant demonstrates a strong capacity to provide reliable data on these indicators.

Selection Criteria

The following selection criteria will be used to evaluate applications. For ease of reading by the reviewers, applicants should develop their narrative description to follow the sequence of criteria provided below. The maximum number of possible points for all selection criteria is 100.

1. Significance. (15 points)

In determining the significance of the proposed project, the following factor is considered:

- a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population. (15 points)

Note: Under this criterion we will look at the quality and feasibility of the applicant's plan to develop or enhance early childhood community partnerships in order to build a community system of care.

2. Quality of the Project Design. (35 points)

In determining the quality of the design of the proposed project, the following factors are considered:

- a) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (10 points)
- b) The extent to which the proposed project encourages parental involvement. (10 points)
- c) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (15 points)

Note: Under this criterion we will look at the quality of the applicant's plan to comprehensively address the emotional, behavioral, and social development of eligible children.

3. Quality of the Project Services. (30 points)

In determining the quality of project services, the following factors are considered:

- a) In determining the quality of the services to be provided by the proposed project, the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender age, or disability. (5 points)
- b) The likely impact of the services to be provided by the proposed project on the intended recipients of those services. (10 points)
- c) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (15 points)

Note: Under this criterion we will look for evidence that the applicant is likely to achieve success with respect to performance measures for this program.

4. Quality of the Management Plan. (5 points)

In determining the quality of the management plan, the following factor is considered:

- a) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate. (5 points)

Note: Under this criterion we will look at the applicant's ability to coordinate existing similar services.

5. Quality of the project evaluation. (15 points)

In determining the quality of the evaluation, the following factors are considered:

- a) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project; (5 points)
- b) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)

Note: Under this criterion we will look at the quality of the applicant's plan to provide (a) reliable data that accurately measures changes in emotional, behavioral, and social development, and (b) individualized services.

VI. APPLICATION CONTENTS

Preparing the Application

A completed application for assistance under this competition consists of two parts:

- (1) a detailed narrative description of the proposed project and budget, and
- (2) all forms and assurances that must be submitted in order to receive a grant.

A panel of non-Federal readers with experience in school-based prevention programs or other youth development specialty will review each eligible application submitted by the deadline.

The panel will award points ranging from 0 to 100 to each application depending on how well the selection criteria are addressed. In addition to these points, a competitive preference priority of five points will be added for novice applicants. Be sure you provide a comprehensive response to each factor under each selection criterion. Applications that fail to do so will be read, but our experience suggests they may not score well enough to be funded.

Organizing the Application

An application under this program should address the specific needs of the applicant and propose activities specifically designed to meet those needs. The Department strongly discourages applicants from using “form” applications or proposals that address general rather than specific local needs.

We recommend that applicants organize the information in their application in the following order. All pages should be number consecutively to make review and evaluation easier. Applications should be double-spaced and printed on one side of the paper.

1. Application for Federal Assistance (ED Form 424): Use the Application for Federal Education Assistance (ED Form 424), or a suitable facsimile, to cover the original and each copy of the application.

2. Table of Contents: Include a table of contents with page references.

3. Abstract: Include a concise, one-page, double-spaced abstract following the Table of Contents. This is a key element and should include a brief narrative describing: (1) a brief summary of the project goals and objectives; (2) the intended outcomes of the project; and (3) the theoretical or research basis for the project. Clearly mark this page with the applicant’s name as shown in Item 1 of ED Form 424 and the title of the project as shown in Item 13 of the same form.

4. Narrative: Narratives should be no more than 25 double-spaced pages. The pages of the narrative should be numbered and printed on only one side, with a one-inch margin on all sides. Font size should be no smaller than 12-point type. Narratives must contain evidence that the applicant meets the absolute priority, and should follow in sequence the information requested

for each selection criterion. Applicants should review Section IV for a discussion of the selection criteria and the chief considerations for this specific competition. A timeline or schedule of tasks and events, responsible person(s), project milestone(s), and/or completion dates should be included in the narrative.

5. Budget : Use the Budget Information Form (ED Form 524, Section A), or facsimile, to prepare a complete budget for the project. Provide amounts for all major budget categories.

6. Budget Narrative: Include a detailed budget narrative that supports and explains the information provided in the Budget Information Form (ED Form 524). Use the same budget categories as those on the ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the proposed project goals, objectives, and activities. All expenditures must be necessary to carry out the goals and objectives of the program, reasonable for the scope and complexity of the program, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

The Budget Information Form and accompanying narrative should provide enough detail to easily understand how costs were determined and if the budget is commensurate with the scope of the project.

7. Appendices: Appendices should be limited only to what reviewers need to understand or clarify the proposal, or to provide supporting documentation such as personnel qualifications. Be sure to include copies of appendices with each copy of the application. Do not include timelines or other management charts as appendices, as they should be included in the narrative.

8. Assurances and Certifications: Standard Form 424B, ED Form 80-0013, and ED Form 80-0014 must be signed with the original signatures of the person authorized to sign for the institution, and must be included in the application package. **Note:** If 1(b) of Form ED 80-0013 applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and mark NA on the face.

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others, from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is not sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Examples

The following examples help illustrate how an applicant may comply with section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it tends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1801-0004. The time required to complete GEPA 427 is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. *If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:* U.S. Department of Education, Washington, DC 20202-4651. *If you have comments or concerns regarding the status of your individual submission of this form, write directly to:* Office of Safe and Drug-Free Schools, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3E316, Washington, DC 20202-6450.

VII. APPLICATION SUBMISSION PROCEDURES

Application Transmittal Instructions

Note: Some of the procedures in these instructions for transmitting applications differ from those in the Education Department General Administrative Regulations (EDGAR) (34 CFR 75.102). Under the Administrative Procedure Act (5 U.S.C. 553), the Department generally offers interested parties the opportunity to comment on proposed regulations. However, these amendments make procedural changes only and do not establish new substantive policy. Therefore, under 5 U.S.C. 553(b)(A), the Secretary has determined that proposed rulemaking is not required.

Pilot Project for Electronic Submission of Applications

In Fiscal Year 2003, the U.S. Department of Education is continuing to expand its pilot project for electronic submission of applications to include additional formula grant programs and additional discretionary grant competitions. The Foundations For Learning Grants Program (CFDA #84.215H) is one of the programs included in the pilot project. If you are an applicant under the Foundations For Learning Grants Program, you may submit your application to us in either electronic or paper format.

The pilot project involves the use of the Electronic Grant Application System (e-Application) portion of the Grant Administration and Payment System (GAPS). Users of e-Application will be entering data on-line while completing their applications. You may not e-mail a soft copy of a grant application to us. If you participate in this voluntary pilot project by submitting an application electronically, the data you enter on-line will be saved into a database. We request your participation in e-Application. We shall continue to evaluate its success and solicit suggestions for improvement.

If you participate in this e-Application, please note the following.

- Your participation is voluntary.
- You will not receive any additional point value because you submit a grant application in electronic format, nor will we penalize you if you submit your application in paper format. When you enter the e-Application system, you will find information about its hours of operation.
- You may submit all documents electronically, including the Application for Federal Education Assistance (ED 424), Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications.
- After you electronically submit your application, you will receive an automatic acknowledgement, which will include a PR/Award number (an identifying number unique to your application).
- Within three working days after submitting your electronic application, fax a signed copy of the Application for Federal Education Assistance (ED 424) after following these steps.
 1. Print ED 424 from the e-Application system.
 2. The institution's Authorizing Representative must sign this form.

3. Place the PR/Award number in the upper right hand corner of the hard copy signature page of the ED 424.
 4. Fax the signed ED 424 to the Application Control Center at 202/260-1349.
- We may request that you give us original signatures on all other forms at a later date.
- Closing Date Extension in Case of System Unavailability: If you elect to participate in the e-Application pilot for the Foundations For Learning Grants Program and you are prevented from submitting your application on the closing date because the e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. For us to grant this extension:
- (1) You must be a registered user of e-Application, and have initiated an e-Application for this competition; and
 - (2) (a) The e-Application system must be unavailable for 60 minutes or more between the hours of 8:30am and 3:30pm (Washington, DC Time), on the deadline date; or
 - (2) (b) The e-Application system must be unavailable for any period of time during the last hour of operation (that is, for any period of time between 3:30pm and 4:30pm (Washington, DC Time)) on the deadline date. The Department must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension you must contact either (1) LaRaba Sligh by e-mail laraba.sligh@ed.gov (2) the e-Grants help desk at 888/336-8930.

You may access the electronic grant application for the Foundations For Learning Grants Program at <http://e-grants.ed.gov/>. We have included additional information about the e-Application pilot project (see Parity Guidelines between Paper and Electronic Applications) elsewhere in this package.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

If You Send Your Application by Mail

You must mail the original and two copies of the application on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional copy of your application. Mail your application to U.S. Department of Education, Application Control Center, Attention: CFDA #84.215H, ROB 3 – Room 3671, 7th and D Streets, SW, Washington, DC 20202-4725.

You must show one of the following as proof of mailing.

1. A legibly dated U.S. Postal Service postmark
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service
3. A dated shipping label, invoice, or receipt from a commercial carrier
4. Any other proof of mailing acceptable to the Secretary

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing.

1. A private metered postmark
2. A mail receipt that is not dated by the U.S. Postal Service

If You Deliver Your Application by Hand

You or your courier must hand deliver the original and two copies of the application by 4:30pm (Washington, DC Time) on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including an additional copy of your application. Deliver your application to U.S. Department of Education, Application Control Center, Attention: CFDA #84.215H, ROB 3 – Room 3671, 7th and D Streets, SW, Washington, DC 20202-4725.

The Application Control Center accepts application deliveries daily between 8:00am and 4:30pm (Washington, DC Time), except Saturdays, Sundays, and Federal holidays. The Center accepts application deliveries through the D Street entrance only. A person delivering an application must show identification to enter the building.

If You Submit Your Application Electronically

You must submit your grant application through the Internet using the software provided on the e-Grants Web site (<http://e-grants.ed.gov/>) by 4:30pm (Washington, DC Time) on the deadline date.

The regular hours of operation of the e-Grants Web site are 6:00am until 12:00 midnight (Washington, DC Time) Monday-Friday and 6:00am until 7:00pm (Washington, DC Time) Saturdays. The system is unavailable on the second Saturday of every month, Sundays, and Federal holidays. Please note that on Wednesdays the Web site is closed for maintenance at 7:00pm (Washington, DC Time).

Notes

1. The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.
2. If you send your application by mail or if you or your courier delivers it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgement to you. If you do not receive the notification of application receipt within 15 days from the date of mailing the application, you should call the U.S. Department of Education Application Control Center at 202/708-9493.
3. If your application is late, we will notify you that we will not consider the application.
4. You must indicate on the envelope and, if not provided by the Department, in Item 4 of the Application for Federal Education Assistance (ED 424 (exp. 11/30/2004) the CFDA number, and suffix letter, if any, of the competition under which you are submitting your application.
5. If you submit your application through the Internet via the e-Grants Web site, you will receive an automatic acknowledgement when we receive your application.

Parity Guidelines Between Paper and Electronic Applications

In Fiscal Year 2003, the U.S. Department of Education is continuing to expand the pilot project that allows applicants to use an Internet-based electronic system for submitting applications. This competition is among those that have an electronic submission option available to all applicants. The system, called e-Application, allows an applicant to submit a grant application to us

electronically, using a current version of the applicant's Internet browser. To see e-Application, visit the following address: <http://e-grants.ed.gov/>.

Users of e-Application, a data driven system, will be entering data on-line while completing their applications. This will be more interactive than just e-mailing a soft copy of a grant application to us. If you participate in this voluntary pilot project by submitting an application electronically, the data you enter on-line will go into a database and ultimately will be accessible in electronic form to our reviewers.

This pilot project continues the Department's transition to an electronic grant award process. In addition to e-Application, the Department plans to expand the number of discretionary programs using the electronic peer review (e-Reader) system and to increase the participation of discretionary programs offering grantees the use of the electronic annual performance reporting (e-Reports) system. To help ensure parity and a similar look between electronic and paper copies of grant applications, we are asking each applicant that submits a paper application to adhere to the following guidelines.

- Submit your application on 8 ½" by 11" paper.
- Leave a one-inch margin on all sides.
- Use consistent font throughout your document. You also may use boldface type, underlining, and italics. However, please do not use colored text.
- Please also use black and white for illustrations, including charts, tables, graphs, and pictures.
- For the narrative component, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- Place a page number at the bottom right of each page beginning with 1, and number your pages consecutively throughout your document.

Number of Copies of Applications

All applicants are required to submit one signed original and two copies of their applications (**unbound**). To expedite our review of your application, you also are requested to submit one additional copy, but are not required to do so and will not be penalized.

Do not attach anything that cannot be photocopied using automatic processes. Do not attach anything stapled, folded, pasted, or in a size other than 8 ½" x 11" on white paper. Only one side of the paper should have printing. Odd-sized attachments of any kind will not be copied.

VIII. INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive Order. The name and address of each State Single Point of Contact is listed below. ***Note: A copy of the applicant's letter to the State Single Point of Contact must be included with their application.***

In States that have not established a process or chosen a program for review, State, area-wide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional, and local entities must be received by September 4, 2003, at the following address: The Secretary, EO 12372—CFDA #84.215H, U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC Time) on September 4, 2003. Please do not send applications to this address.

States that are not listed have chosen not to participate in the intergovernmental review process, and therefore do not have a State Single point of Contact. If you are located within one of these States, you are exempt from this requirement.

State Single Points of Contact

ARKANSAS

Tracy L. Copeland
Manager, State Clearinghouse
Office of Intergovernmental Services
Department of Finance and Administration
1515 West 7th Street, Room 412
Little Rock, AR 72203
Phone: 501/682-1074
Fax: 501/682-5206
E-mail: tlcopeland@dfa.state.ar.us

CALIFORNIA

Grants Coordination
State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, CA 95812-3044
Phone: 916/445-0613
Fax: 916/323-3018
E-mail: state.clearinghouse@opr.ca.gov

DELAWARE

Charles H. Hopkins
Executive Department
Office of the Budget
540 South Dupont Highway, 3rd Floor
Dover, DE 19901
Phone: 302/739-3323
Fax: 302/739-5661
E-mail: chopkins@state.de.us

DISTRICT OF COLUMBIA

Luisa Montero-Diaz
Office of Partnerships and Grants Development
Executive Office of the Mayor
District of Columbia Government
441 4th Street, NW, Suite 530 South
Washington, DC 20001
Phone: 202/727-8900
Fax: 202/727-1652
E-mail: opgd.eom@dc.gov

FLORIDA

Jasmine Raffington
Florida State Clearinghouse
Department of Community Affairs
2555 Shumard Oak Boulevard
Tallahassee, FL 32399-2100
Phone: 850/922-5438
Fax: 850/414-0479
E-mail: clearinghouse@dca.state.fl.us

GEORGIA

Georgia State Clearinghouse
270 Washington Street, SW
Atlanta, GA 30334
Phone: 404/656-3855
Fax: 404/656-7901
E-mail: gach@mail.opb.state.ga.us

ILLINOIS

Virginia Bova
Department of Commerce and Community Affairs
James R. Thompson Center
100 West Randolph, Suite 3-400
Chicago, IL 60601
Phone: 312/814-6028
Fax: 312/814-8485
E-mail: vbova@commerce.state.il.us

IOWA

Steven R. McCann
Division of Community and Rural Development
Iowa Department of Economic Development
200 East Grand Avenue
Des Moines, IA 50309
Phone: 515/242-4719
Fax: 515/242-4809
E-mail: steve.mccann@ided.state.ia.us

KENTUCKY

Ron Cook
Department for Local Government
1024 Capital Center Drive, Suite 340
Frankfort, KY 40601
Phone: 502/573-2382
Fax: 502/573-2512
E-mail: ron.cook@mail.state.ky.us

MAINE

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State Planning Office
184 State Street, 38 State House Station
Augusta, ME 04333
Phone: 207/287-3261
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MARYLAND

Linda Janey
Manager, Clearinghouse and Plan Review Unit
Maryland Office of Planning
301 West Preston Street, Room 1104
Baltimore, MD 21201-2305
Phone: 410/767-4490
Fax: 410/767-4480
E-mail: linda@mail.op.state.md.us

MICHIGAN

Richard Pfaff
Southeast Michigan Council of Governments
535 Griswold, Suite 300
Detroit, MI 48226
Phone: 313/961-4266
Fax: 313/961-4869
E-mail: pfaff@semcog.org

MISSISSIPPI

Cathy Mallette
Clearinghouse Officer
Department of Finance and Administration
1301 Woolfolk Building, Suite E
501 North West Street
Jackson, MS 39201
Phone: 601/359-6762
Fax: 601/359-6758

MISSOURI

Angela Boessen
Federal Assistance Clearinghouse
Office of Administration
P.O. Box 809
Truman Building, Room 840
Jefferson City, MO 65102
Phone: 573/751-4834
Fax: 573/522-4395
E-mail: igr@mail.oa.state.mo.us

NEVADA

Heather Elliott
Department of Administration
State Clearinghouse
209 East Musser Street, Room 200
Carson City, NV 89701
Phone: 775/684-0209
Fax: 775/684-0260
E-mail: helliott@govmail.state.nv.us

NEW HAMPSHIRE

Jeffrey H. Taylor
Director, New Hampshire Office of State Planning
Attn: Intergovernmental Review Process
2½ Beacon Street
Concord, NH 03301
Phone: 603/271-2155
Fax: 603/271-1728
E-mail: jtaylor@osp.state.nh.us

NEW MEXICO

Ken Hughes
Local Government Division
Room 201, Bataan Memorial Building
Santa Fe, NM 87503
Phone: 505/827-4370
Fax: 505/827-4948
E-mail: khughes@dfa.state.nm.us

NORTH CAROLINA

Jeanette Furney
Department of Administration
1302 Mail Service Center
Raleigh, NC 27699-1302
Phone: 919/807-2323
Fax: 919/733-9571
E-mail: jeanette.furney@ncmail.net

NORTH DAKOTA

Jim Boyd
Division of Community Services
600 East Boulevard Avenue, Dept. 105
Bismarck, ND 58505-0170
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Fax: 701/328-2308
E-mail: jboyd@state.nd.us

RHODE ISLAND

Kevin Nelson
Department of Administration
Statewide Planning Program
One Capitol Hill
Providence, RI 02908-5870
Phone: 401/222-2093
Fax: 401/222-2083
E-mail: knelson@doa.state.ri.us

SOUTH CAROLINA

Omeagia Burgess
Budget and Control Board
Office of State Budget
1122 Ladies Street, 12th Floor
Columbia, SC 29201
Phone: 803/734-0494
Fax: 803/734-0645
E-mail: aburgess@budget.state.sc.us

TEXAS

Denise S. Francis
Director, State Grants Team
Governor's Office of Budget and Planning
P.O. Box 12428
Austin, TX 78711
Phone: 512/305-9415
Fax: 512/936-2681
E-mail: dfrancis@governor.state.tx.us

UTAH

Carolyn Wright
Utah State Clearinghouse
Governor's Office of Planning and Budget
State Capitol, Room 114
Salt Lake City, UT 84114
Phone: 801/538-1535
Fax: 801/538-1547
E-mail: cwright@gov.state.ut.us

WEST VIRGINIA

Fred Cutlip
Director, Community Development Division
West Virginia Development Office
Building #6, Room 553
Charleston, WV 25305
Phone: 304/558-4010
Fax: 304/558-3248
E-mail: fcutlip@wvdo.org

WISCONSIN

Jeff Smith
Section Chief, Federal/State Relations
Wisconsin Department of Administration
101 East Wilson Street, 6th Floor
P.O. Box 7868
Madison, WI 53707
Phone: 608/266-0267
Fax: 608/267-6931
E-mail: jeffrey.smith@doa.state.wi.us

AMERICAN SAMOA

Pat M. Galea'i
Federal Grants/Programs Coordinator
Office of Federal Programs
Office of the Governor/Department of Commerce
American Samoa Government
Pago Pago, AS 96799
Phone: 684/633-5155
Fax: 684/633-4195
E-mail: pmgaleai@samoatelco.com

GUAM

Director, Bureau of Budget and Management
Research
Office of the Governor
P.O. Box 2950
Agana, GU 96910
Phone: 011-671-472-2285
Fax: 011-671-472-2825
E-mail: jer@ns.gov.gu

PUERTO RICO

Jose Caballero/Mayra Silva
Puerto Rico Planning Board
Federal Proposals Review Office
Minillas Government Center
P.O. Box 41119
San Juan, PR 00940-1119
Phone: 787/723-6190
Fax: 787/722-6783

NORTH MARIANA ISLANDS

Jacoba T. Seman
Federal Programs Coordinator
Office of Management and Budget
Office of the Governor
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Fax: 670/664-2272
omb.jseman@saipan.com

VIRGIN ISLANDS

Ira Mills
Director, Office of Management and Budget
#41 Norre Gade Emancipation Garden Station, 2nd
Floor
St. Thomas, VI 00802
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Fax: 340/776-0069
E-mail: irmills@usvi.org

Note: This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to Sherron Duncan at 202/395-3120 at the Office of Management and Budget and to the State in question. Changes to the list will only be made upon formal notification by the State. The list also is published biannually in the Catalog of Federal Domestic Assistance.

IX. FREQUENTLY ASKED QUESTIONS

What steps can I take to maximize my chances of receiving a grant?

- Before preparing your application, read the application package carefully and completely.
- Follow all of the instructions exactly.
- If you're uncertain about any aspects of this application package, contact the competition manager for clarification.
- Absolute priorities establish the parameters for applications under a grant competition. If your application does not meet the absolute priority for this grant competition, it will not be considered for funding.
- A panel of three persons will review your application. Be sure to organize your application clearly, provide requested information in a comprehensive manner, and respond to each selection criterion thoroughly. Reviewers are not allowed to give you "the benefit of the doubt"; therefore, if it is not in your application, they cannot award points for it.
- Be sure that your application includes a budget request (ED Form 524) and complete narrative justification the entire 18-month period.
- Be sure to mail in your application on or before the deadline date of August 4, 2003.

How much money is available under this grant competition?

- The Department expects to make \$993,500 available for this program in Fiscal Year 2003.

How many new awards will be made?

- It is estimated that up to 4 new awards will be made.

What is the average amount of each grant?

- Projects will be funded for approximately \$200,000 to \$300,000 per grant, depending on the scope of work. These figures are only estimates and do not bind the Department of Education to a specific number of grants or amount of any grant.

What is the project and budget period for these grants?

- The project period for this program is 18 months. No continuation awards will be provided. Budgets should be submitted for an 18-month period.

What is the deadline date for applications under this grant competition?

- August 4, 2003.

May I get an extension of the deadline date?

- Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described under the section on e-Applications. Under very extraordinary circumstances the Department may change the closing date for a grant competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register.

Who is eligible to apply?

- This grant competition is open to local educational agencies; local councils; community based organizations, including faith-based organizations, provided that they meet the applicable statutory and regulatory requirements; other public and nonprofit private entities; or a combination of such entities.

What is the purpose of the program?

- The Foundations For Learning Grants program supports projects to help children become ready for school. Applications submitted under this program must include the following:
 - A description of the population that the applicant intends to serve and the types of services to be provided under the grant;
 - A description of the manner in which services under the grant will be coordinated with existing similar services provided by public and nonprofit private entities within the State; and
 - An assurance that:
 - Services under the grant shall be provided by or under the supervision of qualified professionals with expertise in early childhood development;
 - services shall be culturally competent;
 - services shall be provided in accordance with the absolute priority;
 - funds shall be used to supplement, and not supplant, non-Federal funds; and parents of students participating in services will be involved in the design and implementation of the services.

How is the term “eligible child” defined?

- The term “eligible child” means a child who has not attained the age of 7 years, and to whom two or more of the following characteristics apply:
 - The child has been abused, maltreated, or neglected.

- The child has been exposed to violence
- The child has been homeless.
- The child has been removed from childcare, Head Start, or preschool for behavioral reasons or is at risk of being so removed.
- The child has been exposed to parental depression or other mental illness.
- The family income with respect to the child is below 200 percent of the poverty line.
- The child has been exposed to parental substance abuse.
- The child has had early behavioral and peer relationship problems.
- The child had a low birth weight.
- The child has a cognitive deficit or development disability

May I use funds from this grant to provide meals for the children participating in the program?

- No, funds may not be used to purchase food, provide incentives for participation, or purchase any other item not directly related to the program.

How does the Freedom of Information Act affect my application?

- The Freedom of Information Act (FOIA) was enacted in 1966 and provides that any person has the right to request access to Federal agency records or information. All agencies of the U.S. Government are required to disclose records upon receiving a written request for them, except for those records that are protected from disclosure by the nine exemptions listed in the FOIA. All applications submitted for funding consideration under this grant competition are subject to the FOIA. To read the text of the Freedom of Information Act, visit www.usdoj.gov/04foia/foiastat.htm.

My district has a 21st Century Learning Centers grant, however, we have never had a Foundations for Learning Grant. Are we eligible to apply for the novice points?

- No. Novice applicants are those who have not had an active Federal grant – from any agency – in the last 5 years. See page 14 for a full description of novice eligibility.

IX. APPENDICES AND FORMS

- Application for Federal Education Assistance (ED Form 424)
- Budget Information – Non-Construction Programs (ED Form 524)
- Assurances - Non-Construction Programs (Standard Form 424B)
- Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (ED Form 80-0013)
- Disclosure of Lobbying Activities (Standard Form – LLL)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions (ED Form 80-0014)
- Survey on Ensuring Equal Opportunity for Applicants
- Authorizing Legislation – No Child Left Behind Act 2001 (Title V – Section 5542)
- Important Notice to Prospective Participants (ED Form 5348)
- Grant Application Receipt Acknowledgement
- Application Package Preparation Checklist

IMPORTANT NOTICE TO PROSPECTIVE PARTICIPANTS IN U.S. DEPARTMENT OF EDUCATION CONTRACT AND GRANT PROGRAMS

GRANTS

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds. Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste. For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that:

Failure to meet a deadline will mean that an applicant will be rejected without any consideration.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. Six-month or one-year subscriptions to the daily, official Federal Register may be ordered from the U.S. Government Printing Office at the following Web site: <http://bookstore.gpo.gov/regulatory/fed-reg.html>. The Federal Register Complete Service also is available in microfiche on the same Web page. In addition, the Federal Register is available on-line for free on Government Printing Office (GPO) Access: <http://www.access.gpo.gov/nara/>. Depository Library location and Federal Register services: http://www.archives.gov/federal_register/index.html.

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register. Questions regarding submission of applications may be addressed to:

U.S. Department of Education
Application Control Center
Washington, D.C. 20202-4725

CONTRACTS

Competitive procurement actions undertaken by the ED are governed by the Federal Acquisition Regulations and implementing Department of Education Acquisition Regulations.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP). All of ED's RFPs are now available on-line for downloading at the following Web site: <http://www.ed.gov/offices/OCFO/contracts/2cbd.html>.

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP. Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal, which is non-responsive to the RFP. Six-month or one-year subscriptions to the CBD may be ordered from the U.S. Government Printing Office at the following Web site: <http://bookstore.gpo.gov/regulatory/cbd.html>. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1. The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402-9371

In addition, the Commerce Business Daily is available on-line for free at the following Web site: <http://cbdnet.access.gpo.gov/>. The Federal Acquisition Regulations are available on-line at the following Web site:

<http://www.arnet.gov/far/>.

ED FORM 5348, 10/01

GRANT APPLICATION RECEIPT ACKNOWLEDGMENT

If you fail to receive the notification of application receipt within 15 days from the closing date, call the U.S. Department of Education's Application Control Center at 202/708-9493.

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

Department of Education Web site - <http://www.ed.gov/>
Office of the Chief Financial Officer Web Page – <http://www.ed.gov/offices/OCFO/>

D-U-N-S NUMBER INSTRUCTIONS

The D-U-N-S Number is a unique nine-digit number provided by Dun & Bradstreet that does not convey any information about the recipient. A built-in check helps to ensure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

If you do not currently have a D-U-N-S Number you can obtain one at no charge by calling 800/333-0505 or by completing a D-U-N-S Number Request Form on the Internet at the following Web site: <http://www.dnb.com/>.

Please note that we cannot make a grant award without a D-U-N-S Number.

Use This Checklist in Preparing Your Application Package

- ❑ Application for Federal Education Assistance (ED Form 424) has been completed according to the instructions and includes the nine-digit D-U-N-S Number and Tax Identification Number.
- ❑ Application for Federal Education Assistance (ED Form 424) has been signed in black ink and dated by an authorized official and the signed original has been included with your submission.
- ❑ One signed original and two copies of the application (including ED Form 424 and appendices), plus one voluntarily submitted additional copy have been included. All copies are unbound. Each page is consecutively numbered.
- ❑ Mailing Address: U.S. Department of Education, Application Control Center, Attention: [CFDA #84.215H], ROB 3 – Room 3671, 7th and D Streets, SW, Washington, DC 20202-4725
- ❑ Deadline Date: Applications must be postmarked or hand delivered by [July 30, 2003]

THE APPLICATION AND APPENDICES INCLUDES:

Each copy of the application must include the following sections:

- ❑ Application for Federal Education Assistance (ED Form 424) - Page 1
- ❑ Table of Contents - Page 2
- ❑ Project Abstract - Page 3 (one page maximum)
- ❑ Project Narrative (up to 25 pages double-spaced)
- ❑ Budget Information Form (ED Form 524) and budget narrative
- ❑ Assurances—Non-Construction Programs (ED Form 424B), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Certifications Regarding Lobbying (ED Form 80-0013), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Disclosure of Lobbying Activities (Standard Form – LLL), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ Certification Regarding Debarment (ED Form 80-0014), signed and dated by an authorized official (including original signature in at least one copy)
- ❑ A narrative response to the GEPA provision, describing the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- ❑ Letters of Commitment
- ❑ Listing of Project Personnel (with resumes)
- ❑ Copy of Applicant's Letter to State Single Point of Contact (if necessary)

For further information contact:

LaRaba Sligh
Office of Safe and Drug-Free Schools
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-6450

LaRaba Sligh
Email: laraba.sligh@ed.gov
Phone: (202) 260-1920

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) @ 1-800-877-8339 Monday through Friday between 8:00 a.m. and 8:00 p.m. (EDT)

Information about other funding opportunities, including copies of application notices for discretionary grants competitions can be viewed on the Department's electronic bulletin board (ED Board), telephone (202) 260-9950; or on the Internet Gopher Service (under Announcements, Bulletins, and Press Releases); or on the World Wide Web at <http://www.ed.gov/money.html>.